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ABSTRACT

This report describes a leadership training seminar for administrators responsible for developing re-entry or transition workshops for foreign students. Background and introduction sections describe the challenges that foreign students face when they return to their own countries after study in the United States and their need for assistance in negotiating this transition. Also described is the development of the re-entry workshop format and the goal of training foreign student coordinators nationwide to conduct such events. There follows a discussion of some considerations inherent in holding a training seminar for leaders of re-entry workshops and then a description of workshop techniques such as ice breakers, role playing and other exercises. Throughout the description of issues and exercises, the insights and experiences from an actual leadership training seminar are noted. Included are four sample workshop formats, three case studies for discussion, an evaluation questionnaire and a list of participants in the leadership training seminar. Also included are seven references. (JB)

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Re-Entry/Transition

A Report on the National Leadership Training Seminar

by

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BACKGROUND

The return of foreign students to their home countries, the application of the education acquired while in the U.S. and the personal adaptations required in that return have begun to command the attention of many involved in international educational interchange. The first national attempt to pull together information about the variety of re-entry transition programs conducted by a number of institutions and agencies and to give some coordinated direction to these was made at a Colloquium on Re-entry/Transition Seminars held at the Wingspread Conference Center in Racine, Wisconsin in October 1974. Growing out of a primary recommendation made by colloquium participants, namely that a group of persons experienced with those programs "develop the content and format of transition seminars of varying lengths"[1], a Program Guide for a Re-entry/Transition Seminar-Workshop was developed in May 1975.[2] The Guide outlined three basic program designs: a three-four hour "complete" program, a three-four hour program designed to orient students to an ongoing program during an academic year, and a three-day workshop. The Guide additionally gives suggestions regarding planning and administration.

Still another step has been taken in giving guidance to institutions and agencies concerned with the return adjustment process. A national leadership training seminar on the subject of re-entry/transition, sponsored by the NAFSA Field Service Program and the AID/NAFSA Liaison Committee, was held in East Lansing, Michigan June 3-5, 1976. The purpose of the seminar was to train persons to (1) conduct regional workshops for other professionals interested in carrying out re-entry programs on their campuses and (2) design and carry out such programs on their own campuses. Accordingly, a group representing all 12 NAFSA regions came together for a 48-hour period under the guidance of Dr. Nobleza Asuncion-Lande, Associate Professor of Speech and Drama at the University of Kansas. Also directing the session were Dr. Richard Brislin, Research Associate at the East-West Center in Hawaii, Dr. Calvin Downs, Associate Professor of Speech and Drama at the University of Kansas, and Dr. Gordon Thomas, Professor of Communications at Michigan State University. NAFSA had invited seminar leaders who had academic background in communications and/or had experience in re-entry/transition programs. Funds for the expenses of the seminar and for participants were provided by the NAFSA Field Service Program and the AID/NAFSA Liaison Committee. Participants were chosen by a committee composed of the NAFSA Vice-President for Regional Affairs, a member of the NAFSA Field Service Steering Committee, and a member of the AID/NAFSA Liaison Committee.

INTRODUCTION

Since one of the major purposes of the seminar was to train those who might share their experience by training other potential re-entry workshop leaders, the approximately 20 official participants were chosen so as to represent NAFSA's 12 regions. Indeed, before final selection was made, Regional Chairmen were consulted for an assessment of applicants as to their involvement in regional affairs and their expertise in re-entry activities. The strategy for "training trainers" called for some previous experience with both the concept and practice of re-entry/transition preparation. By assuring both regional coverage and understanding of the field, it was hoped that the seminar would achieve wide optimum application.

In order that this report may be useful, it is arranged in a form which refers to various aspects of preparation of and conducting a training seminar. Thus it does not precisely follow the schedule of the June 3-5 meetings. It does, however, present not only the training suggestions made but the discussion of these during the seminar sessions. References are made throughout the report to source materials mentioned during the seminar which might be helpful to the reader in conducting re-entry/transition workshops for an individual, or groups of, institution (s).

RE-ENTRY/TRANSITION

The concept of re-entry/transition has been explored in both the Report on the Wingspread Colloquium and A Program Guide for a Re-entry/Transition Seminar Workshop[4]. Suffice at this point to note that it involves a possible wide range of cultural, social, linguistic, national, educational and professional adaptations by the person returning to his home country after an educational sojourn in the U.S. The purpose of workshops dealing with these issues is "to provide guidance and a setting in which foreign students can analyze special adjustment problems that they may face upon their return to their countries and to adequately prepare for them. In this supportive environment, the students are encouraged to evaluate their past and present experiences in the United States and to reach tentative conclusions about what they may realistically expect when they return to their home countries".[5]

CONDUCTING A WORKSHOP - SOME CONSIDERATIONS

The objective of a re-entry workshop is, as indicated earlier, to provide a supportive setting and guidance for students to analyze potential problems they may face on return to their home countries and to begin to prepare for these. Some basic considerations therefore must be taken into account in the planning process. Both workshop leaders and participants repeatedly emphasized that a problem has no one best solution. The contingency perspective, or "it depends" attitude, on the part of a workshop leader therefore calls for an attitude of maximum flexibility. Decisions regarding form and content in a workshop may depend upon such elements as (1) the type of people involved, (2) the nature of the task to be accomplished, (3) various organizational constraints, or (4) one's own inclinations. This last consideration received repeated attention during the seminar, with the group leaders emphasizing the importance of a leader's being "comfortable" with the form and content of a session he is conducting. Thus it is not only variables related to the participants that should be taken into consideration but those involving the leader or coordinator, too.

One of the major reasons a workshop leader must maintain continuing flexibility is the fact that because communication is a joint process between people, the leader has no control over it, i.e. "I cannot control the interpretation of what I say." Such interpretation will be affected by the differing expectations of the hearers or participants, their varying perceptions conditioned by their backgrounds of experiences, motivations, values, or languages. Consequently, a workshop session may take a course not necessarily anticipated by the leader, but the contingency perspective will help him to shift with the nature and needs of the group. It was noted in this connection also that being prepared with more material of varying kinds than the sessions require will add to the flexibility of the leader.

There are two basic dimensions of a workshop, one of maintenance, the other of the task to be accomplished. The maintenance function refers to those aspects of creating and maintaining a cohesive group that has good feelings about one another, is willing to interact, and feels it is accomplishing something worthwhile. As the word implies, this dimension must be attended to throughout the workshop since, as discussed above, directions may change as the sessions progress. The task is, of course, related to the objectives and content of the workshop. Further discussion of this dimension appears in later sections of the report. It is important at this point to note that in planning the leader (s) must keep both dimensions in balance.

Detailed administrative suggestions may be found in A Program Guide for a Re-entry/Transition Seminar Workshop, which all of the training seminar participants had received in advance, so only those elements discussed during the sessions are highlighted here. The point was made once again that re-entry transition workshops are part of the orientation "continuum", which should begin perhaps even as early as prior to the student's departure from his home country.[6] A re-entry workshop may be scheduled at whatever time in the student's experience it is considered most beneficial to accomplish the objectives of review of experience and planning for the future.[7]

To illustrate both the task and particularly the maintenance dimensions of a group, the seminar participants went through an exercise which involved putting together a large jigsaw puzzle. Each member was given a piece of the puzzle which was to be placed on a flannel board in the front of the room. Minimal instructions were given and after the task was completed the group discussed the process. It was noted that some had assumed leadership roles (e.g. calling out to the group to bring together all pieces of a particular pattern or gathering a small group to put together a sub-segment of the puzzle), while others had simply put their pieces on the board and then withdrawn from the activity. The comment was made in discussion that the same person might at different times and under different circumstances assume another role. In addition to illustrating the assumption of various roles the puzzle task also suggested by analogy the importance of the contribution of each member of a group if a given task is to be accomplished. A question was raised about the use of a "game" of this nature, as to whether or not the task seemed sufficiently worthwhile so as to motivate participation.

In discussing the task involved in the activity (the completed puzzle was a communication model, but little attention was given to its content), several points were raised. It was noted that motivation might be increased if the group were more aware of the content objective. It was observed that the concept of a task dictates to an extent the behavior of the participants; consequently those who felt that the objective was simply to put a puzzle together considered that their part was accomplished once the piece had been put on the board.

Discussing a final piece of the puzzle being held back by the seminar leader, the group recognized that this was perhaps a useful way to illustrate the point that, upon return, the student would seldom find all the ingredients necessary to accomplish a task, but that a meaningful objective might still be reached without every "piece" being available. The seminar group raised the question as to whether or not even greater realism would be injected by giving some participants pieces which would not fit neatly into the whole. This might, however, induce a level of frustration which would not be helpful in a workshop situation. A general precautionary note was sounded: in conducting a training program, one must be careful not to cause the participants to "lose face", an issue which might be particularly sensitive in working with some foreign students. Further, loss of face can produce a hostility which could make any further learning experience difficult, if not unlikely.

A workshop device which became familiar to the participants was emphasized for its usefulness in reducing hostility which might grow out of the previous exercise or from some other circumstance in workshop sessions. This is the notion of "pull-out", or eliciting group expression from a particular exercise or experience. In approaching subjects in this fashion, the group itself helps to establish direction and may make valuable contributions to the subject matter. This takes some of the burden for group maintenance off the leader, who need not feel he has to have "all the answers." The difficult aspect to "pull-out" is that a leader must be able and sufficiently confident to wait, once the group has been invited to comment.

PROGRAM MODELS

Three basic workshop methodologies were noted: (1) Psychological or problem approach; (2) change agent approach; and (3) interpersonal communication approach. The first two of these received particular attention. The psychological preparation model is predicated on the concept that preparation for discomfort one is likely to face in the future will lessen the severity of that discomfort. Thus the content of a re-entry program is determined by the question "what problems will many of the returnees face and what, therefore, is the best preparation for facing these." The approach to such a program would be to go over with the participants the possible sources of such problems (e.g., return to certain family restrictions, or frustration at not being able to change things on the job). Programs which have been conducted in the past have tended to group the most common problems into a few basic categories.[8] The values of such a program model may be two-fold: the first is based on the theory behind the psychological model, namely that preparation for future problems will make them less painful when they arise; the second is that re-entry adjustment is a natural process and the individual participant is not alone in having problems with it. The nature of this program model suggests that its optimum timing is just before return to home country.

Some discussion followed the presentation of the psychological or problem model. The question was raised as to whether or not we should suggest "problems" as such to participants. It was noted in response that these might be presented as issues of which internationally oriented people need to be aware. The fact that the participants themselves suggest these issues alleviates the hazard of introducing problems that may not indeed occur. Furthermore, recent data from returnees does seem to reinforce strongly the idea that many experience the reaction of having been "uprooted" and are thus subject to feelings of alienation upon return.

Since the basic objective of this model is awareness on the part of the participants, a question was raised as to how helpful awareness alone might be. The response to this was that it can indeed be helpful as shown by research into "the work of worrying" concept of Janis, noted in the re-entry works previously cited.[9] According to this theory "worry about a potentially stressful event" encourages both learning about such events and visualizing possible solutions to any negative effects. It would not be inappropriate in a workshop, while recognizing that there can be no one best solution, to suggest a possible range of skills or resources that might be brought to bear upon a problem. The group commented that one possible resource in terms of the personal support needs one has while facing these issues would be other alumni of U.S. institutions who might be in the area. In response to the question, "Are we helping students to develop the internal resources to meet possible problems?" it was reemphasized that becoming aware of oneself from the exchange with one another that takes place in a workshop would be beneficial because it helps make one aware of these resources.

At this point in the seminar discussion of the psychological or problem approach there was consideration of the level of problems faced by returnees and whether or not these were affecting decisions about returning. The representative from the Agency for International Development's Office of International Training commented that, despite extensive efforts by the Agency, even their information regarding returnees remains inadequate. It was noted by some that certain classifications of students seemed in general to have fewer difficulties to face regarding return. Those who may be said to have idealistic goals beyond themselves, as, for example, students from socialistic countries, have less difficulty. Sponsored students may anticipate fewer problems. On the other hand, those who come from minority groups in their home country don't want to return. Factors which may contribute to good adjustment on return are: (1) A cohesiveness and sharing of information natural among those who come from the same country; (2) having a specific job waiting, involving specific skills learned here; (3) the sense of becoming a kind of international representative or cultural interpreter in the home country.

The content of the change agent model was suggested by a seminar leader in some questions that might be put to a workshop group. These are again designed to elicit participant suggestions for discussion topics (and are based on the assumption that the group perceives certain changes having taken place). The suggested questions:

(1) What effect do you think these changes will have on your relations with your family, relatives, and friends?

(2) What impact will they have on your return to your former job, or your effort to get a new one?

(3) What sort of relations do you anticipate with your fellow workers or associates, and how do you think the period you have spent in the U.S. will affect them?

(4) What influence do you think your study abroad will have on your opportunities to contribute to the quality of life in your country?

(5) Do you anticipate becoming an agent of social change?

(6) How do you think your countrymen will react to the contributions or changes you might want to make?

For the seminar discussion a "change agent" was defined as "one prepared to contribute what he has learned, depending on the objectives of his country." The inevitability of the process of change in the student was noted since education always brings about some measure of change; it is, after all, the purpose of his seeking the educational opportunity.

Three issues were raised in connection with the change agent model. These were: (1) The question of the value of change; (2) the process of change; and (3) adaptation. The first two of these were discussed at some length by the group. It was noted and acknowledged that it cannot be assumed that change is necessarily good. Its value is closely related to the process of change, since every action will bring about some reaction or "spin-off" effect. Thus, contemplation of making some change, however good it might seem in and of itself, should involve thinking through the consequences of that change. Once an idea is out, we really have no control over some of the subsequent changes that may result. The example was cited of being able to offer a society a pill that would prolong life. On the surface this might seem a very helpful device but its possible consequences (e.g. overpopulation, shortage of food supplies) could be disastrous. This somewhat dramatic illustration pointed out an important consideration in a workshop following the change agent model. It also raised the issue of adaptation. It may well be that not all techniques or resources acquired in a U.S. education are directly exportable. They may, however, be subject to adaptation to forms more appropriate to another society's needs. Consequently, workshop participants may need to be guided in thinking through procedures for adapting, as well as evaluating their educational experience.

The whole discussion about values and wariness in connection with them elicited some concern as to whether or not workshop leaders might tend towards paternalism in attempting to make these judgments. In response, seminar leaders urged that those conducting workshops think of themselves as facilitators of thinking, rather than falling into a

pattern of providing answers. Certain techniques, such as the use of case studies, which will be dealt with later in the report, also can help to alleviate this danger by encouraging participants to make their own analyses and judgments. In a participatory situation, group members share the responsibility for directing group thinking.

The interpersonal communication model closely resembles the change agent approach and is based on the assumption that the individual participant has changed. Therefore, the objective is to help provide the returnee with the skills to deal constructively with these changes and their possible effect on his or her relations with others. Prior to the workshop the participant receives a letter stimulating him to give some thought to changes that have taken place. Following a get-acquainted session (or "ice breaker" as it will be described later), there are four sessions dealing with each of the following questions:

(1) How do my countrymen behave toward a person coming home after studying in the U.S.?

(2) How have I changed as a result of my experience in the U.S.?

(3) What challenges will these perceptions and changes produce for me upon my return home?

(4) What steps can I take to meet these challenges?

These subjects are handled in brief lectures or presentations, small group discussion and sharing, and in case studies dealing with the four questions.

Sample programs or forms of programs that had actually been used were cited as illustrations of program content and techniques for this model. One which was discussed extensively was the East-West Center's re-entry program. This has been in existence for a number of years and has undergone modifications based on what seems to have been most effective. The program consists of six 90-minute sessions over a 48-hour period. Each session has an initial 15 minutes in which a speaker addresses the entire group. The speaker is someone local who is willing to share, dynamically and intimately, from his own experience of transition. This person might be either foreign faculty or a graduate student who has had an earlier sojourn in this country, returned home to experience the re-entry process, and presently has returned to the U.S. for another degree or to teach.

Following the presentation, the participants form small groups, each led by a facilitator (again, usually someone who has had some re-entry experience - often an American who has studied overseas). This group then discusses the topic introduced by the speaker for about 75 minutes. The six sessions are divided among the following:

*(1) Return to job-possibly obtaining a new job, the problems which may be raised by return to a new organizational structure, or the jealousy that may be felt regarding the participant's opportunity.

*(2) Family and friends - this may include also a discussion of psychosomatic illnesses resulting from problems of re-adjustment.

(3) The difference between short and long-term adjustment - the first category may include such things as food, sense of time and immediate family reactions; the second might cover marriage, work, or maintaining international contacts.

(4) "What are people bringing home?" - possibly a lighter session than the others, dealing with non-verbal behavior, and attributions (judgments people make on behavior of others thought to be basic traits rather than situationally determined such as lecturing style, posture, gestures).

(5) Continuing international relationships - professional associations, alumni.

*(6) Role-playing - based on incidents from any of the above subjects; these are done before the entire workshop group.

A second type program used for illustration is one sponsored by the Institute of International Education for both newly arrived and departing Fulbright grantees. Because of its dual emphasis, looking both forward and backward at educational experiences, this program was early referred to as the Janus project (after the Roman god who had two opposite faces). Grantees who were within six months of terminating their academic experiences were invited to a university center to assist in the orientation of new grantees. A Program Guide... points out the transition values of this combination of participants: "The interaction of the returning students with students who have as yet had little in-depth contact with their new cultural and academic environment supplements the formal re-entry activity by making the students more sensitive to the changes they may have undergone in the course of their stay abroad, where possibly the experienced students are provided more up-to-date information about home. At the same time that the returning students are providing orientation to the environment they are, it is hoped, by their presence and known intention to return in the near future providing orientation to re-entry for the incoming students"[10].

The IIE program lasts for three or four days and the individual workshop sessions involve different groups matched at various times according to areas of the world from which they come, fields of study, and regions of the U.S. where they have studied. The content of the re-entry part of the program is based on a question addressed to those participants who are within six months of return. The question is: "What are some of the things you think, at this point, will be important to you when you finish your degree?" The participants' responses are used to develop a base list of problems which can then be discussed in their small groups. The timing of this program, i.e, not at the very end of the academic experience, was noted as significant in that it gave grantees an opportunity for evaluation of themselves before they were forced to make all the adjustments of return.

* Sessions recommended for one-day adaptation of this workshop pattern.

Still a third program, "Beyond Cornell", was outlined, although some of its details have had to be altered recently because of budgetary constraints. The unique aspect of this program is that it has been a continuing program over a two-semester period. The inducement for such a long-term commitment was a sponsored trip to Washington, D.C., during the second semester for those who had remained. It is this trip that has been discontinued. Continuing aspects of the program are the use of a participant application form to elicit ideas of issues that might be considered, planning by a student advisory committee (who help with their broad knowledge of faculty resources and who lend reality to the planning so it is not carried away by theoretical concepts), and the use of foreign faculty members as speakers for the program. The foreign faculty members were found to be seen as more credible by the participants.

As the seminar neared its conclusion, the participants formed four groups and devised sample one-day (or less) workshops. The samples utilized both theoretical considerations noted to this point and some of the techniques described in the next section. Copies of these sample workshops are in the Appendix. Although their patterns may undergo some modifications, A Program Guide... contains three workshop models of varying lengths which may be used by re-entry workshop planners. A purpose of the East Lansing seminar was to aid participants in making use of the Program Guide.

WORKSHOP TECHNIQUES

Ice-breakers

Some technique for getting the participants in a re-entry workshop acquainted with one another is important, particularly if the group is drawn from several different campuses. A modification of get-acquainted or "ice breaking" exercises may also be useful when participants come from the same campus since their knowledge of one another may still be limited. The East Lansing seminar group, on its first evening, participated in such an exercise. Participants were instructed each to find one other person and to get acquainted with each other by determining what was regarded as unique about the individual and what his/her previous experience had been with re-entry activities. The twosome (or dyad) then moved to another pair, repeated the get-acquainted process, and then joined yet again to become a group of eight. The final groups then introduced their members to the entire seminar gathering. Variations of introductory exercises were then discussed, such as mixing up name-tags, with each person then seeking the one bearing his name; identification of a visual portrayal of who he thinks he is (each person having drawn on a card he hangs around his neck);pairs trying to discover things they might have in common, and so on. The volumes of A Handbook of Structured Experiences for Human Relations Training [11] were recommended for suggestions and details of these and other useful group activities.

The group then discussed objectives of such exercises and noted both advantages and disadvantages to the ice-breaking technique. An activity such as this certainly helps to remove barriers to communication. By artificially

forcing people to move out to those they don't know, the group immediately mixes somewhat. The nature of the ice-breaker, i.e. everyone talking to at least one other person, also serves to establish an early atmosphere for everyone participating in the workshops. An advantage, though it may not be a primary objective, that accrues to the workshop leader is that in the group introductions he begins to discover some of the resources of the participants available to him, as well as their level of expertise in the topic of the workshop. A possible advantage of this particular ice breaker to certain types of participants, which could also be a limitation, is that in meshing into larger groups their "anonymity" may be protected from threat. This, however, may also enhance any sense of isolation with which they may have come.

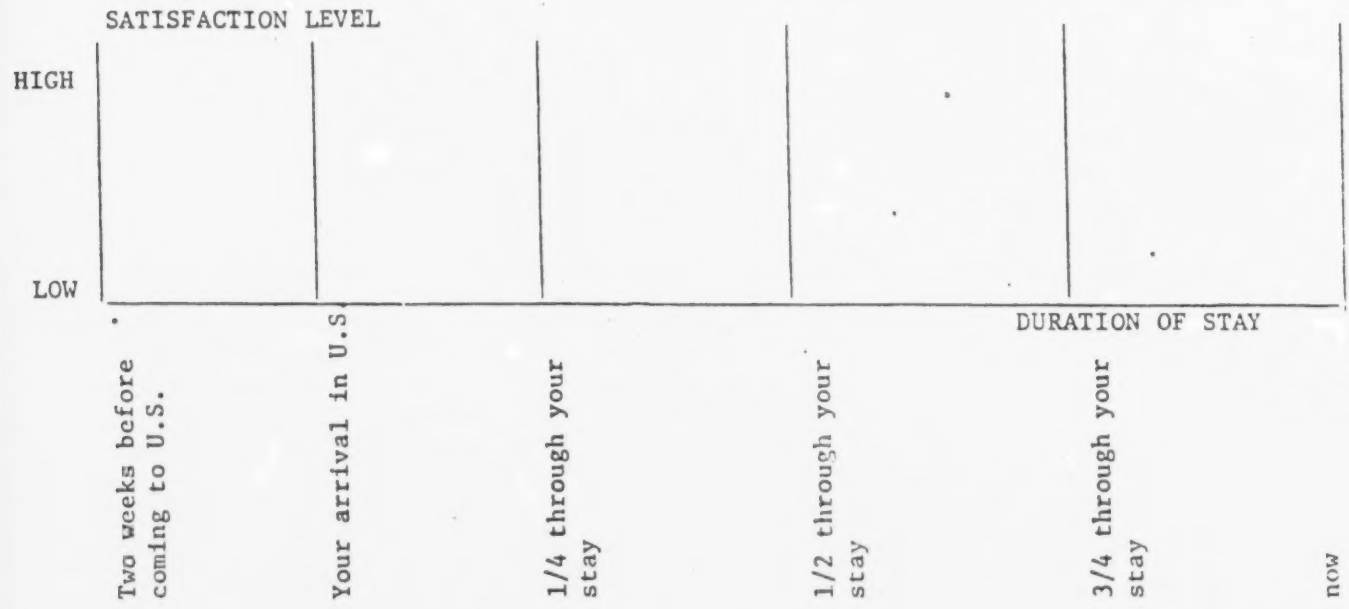
Some problems and questions were raised by the seminar group in connection with their experience with the ice-breaking exercise. What are sometimes deliberately unstructured instructions for an activity like this can suffer from lack of specificity. They may be interpreted in different ways and thus lead to some confusion, especially as groups making these differing interpretations try to mesh. There was some resentment over the fact that the seminar leaders did not participate in the ice-breaker. Admitting some disadvantage in being perceived as not "playing the game", the session leader explained that he had made a calculated decision not to do so in order to observe the groups in action. Exchanging one possible advantage for another in this fashion he called a "trade-off," one of many decisions like it that any workshop leader is forced to make.

The question of the time required for such an exercise received some attention. The period may be too long for a brief (e.g. six to eight-hour) workshop. Even in a longer session, a leader would need to be wary of fatigue on the part of some participants. The issue of time is one which has many cultural aspects and, for any workshop involving a majority of participants (particularly) from non-western cultures, must receive consideration from those planning the experience. The size of the group, as well as its international make-up, may help to determine use of such techniques. Possible irritability arising from what may be perceived as a waste of time also must be weighed against the desired objectives of creating a relaxed, informal, friendly atmosphere.

U-Curve exercise

The seminar group also participated in what is described as a "U-Curve" exercise. (For the theory behind this as the experience of overseas sojourners, see S. Lysgaard, "Adjustment in a Foreign Society: Norwegian Fulbright Grantees Visiting the United States," in International Social Science Bulletin, Vol. 7, 1955, pp. 45-51, Kalervo Oberg, "Cultural Shock and the Problem of Adjustment to New Cultural Environments," Washington: Foreign Service Institute. 1958, and Maurice Sill, "Transculturation in Four Not-So-Easy Stages" in The Peace Corps Experience, Roy Hoopes, ed., New York: Clarkson N. Porter, Inc., 1968).

The illustration below shows the form of this, in which the vertical axis would be used to indicate the satisfaction level of the sojourner and the horizontal axis indicates the time periods in his experience.



Since the U-Curve originally was used to describe the phenomenon of entry into a different culture, its adaptation as an exercise for a re-entry workshop must involve the participants' projecting their future feelings. Therefore directions or explanation are couched in terms of "it may happen". The purpose in pointing out what may occur is that it allows for a discussion of what might be done to reduce the problems. Discussion of possible aids by the seminar group noted that "satisfaction" with one's experience is related to the expectations held. The discrepancy between expectation and resultant satisfaction may be minimized somewhat by the process of orientation. Once the student has returned home, he may find help for the "low points" by keeping busy or finding someone who's willing to listen, particularly to hear about his overseas experience (The latter may be difficult to find, as Brislin and Van Buren note in their article, "Can They Go Home Again?" referring to the "Uncle Charlie Syndrome" of lack of interest in someone's overseas experiences[12].) Alumni groups or individuals may be one source of sympathetic listeners, although the AID representative cautioned that these associations may be seen as political groups in some countries.

The use of the U-Curve is one application of the value of awareness and the "work of worry" concept discussed earlier, and may serve to stimulate reality-based discussion of potential concerns.

Case-Studies

As suggested earlier, the use of case studies in a re-entry workshop allows the participants to raise their own questions (and possible solutions) regarding some of the return problems they may face. The case study approach offers more experience-related learning than does a lecture and avoids the threat that might be involved if the participant were asked to share his own experience. The more realistic the case, the greater value there will be in its study; some re-entry workshop leaders have, therefore, adapted actual situations (adequately disguised so as to preserve anonymity) from alumni letters or compositions written by current students. Some films or books (e.g. Overseas Americans by Harlan Cleveland) can be employed or adapted for use. Two case studies that have been used with success (one of which was used in East Lansing) are found in the Appendix with suggested discussion questions.

Several methods may be applied in the utilization of case studies. They may be approached deductively, giving the theory involved in an adjustment problem and then a case to illustrate it. An inductive approach would be to give a case with unstructured directions and allow participants to suggest their own insights. A third approach, which might be supplementary to either of the first two, is to give a case and then a series of questions about it (as in the situation with "Miss Blank" in the Appendix). The workshop held at the University of Kansas uses the following questions as guidelines for case discussions:

(1) What are the circumstances surrounding the event which are important to it?

(2) What other information would make the circumstances more understandable?

(3) What are some other ways the person could have behaved?

(4) What were the consequences of his behaviour?

Usually, but not always, the groups studying cases have a facilitator with them. The role of the facilitator must be determined in advance as to the extent to which he should be involved in the group discussion. Considerable care must be taken that he not be seen as the expert present; otherwise a primary value of the case study, that of the groups' insights projecting some of their own potential adjustments, may be lost.

The seminar participants discussed some advantages of utilizing case studies beyond those already mentioned. They may be more interesting than lectures and thus involve more of the participants in thinking through concepts. The case study feedback, or presentation to the group if this is done, helps the workshop leader know whether the participants are understanding what's being discussed. A study of on-the job performance at home may bring to light participants' notions about what effectiveness is (and perhaps what it is not .

Cases can be used to train group facilitators who may be assuming workshop session responsibility. If they are used for this purpose, it may be important to emphasize the fact that in such a study it is necessary to define the problem before the group begins to focus on solutions. Ways of analyzing cases may be suggested to the facilitators, such as looking at a situation from the points of view of those other than the subject. Obviously if facilitators are being trained, the process of the case study method needs to receive greater attention than the content of the case itself.

Role-Playing

Role playing may frequently be used as a kind of summarizing session for a re-entry workshop (as indeed it is in the East-West program outlined earlier). Consequently a role-playing session ought to be introduced as an opportunity to act out some of the ideas that have been discussed. The workshop participants are divided into small groups which are instructed to devise a scene involving some aspect of re-entry. Rather than comprising a complete scenario, the group members are advised to write down only the key points of the situation to be enacted and then improvise around these. In order to guide the group, they are told that they have only three to seven minutes for presentation and it is recommended that they think in terms of a clearcut beginning (setting the stage), middle, and conclusion. After planning, the groups all come together and take turns acting out their re-entry scenes. Some re-entry programs have videotaped these scenes and then played them back to the whole group. The only special value to this, which is certainly not essential to a good role-playing activity, is that it heightens the impact of the experience.

After the seminar groups went through this activity, there was lengthy discussion of the technique. Both advantages and disadvantages were noted. Among the former were: (1) the high level of interest achieved among the participants; (2) the cohesive force it had on each group as all participated at least in the planning of the scene; (3) making some serious points in a humorous fashion; (4) combining both listening and participating. Disadvantages that were seen were: (1) this technique could be potentially a threat to those who felt uncomfortable about performing; (2) its use for this reason and others, (e.g. its language content) must be made selectively; (3) there could be a tendency to project stereotypes either of roles or nationalities; and (4) an element of competition among the groups performing (which under some circumstances may not be entirely negative). There is also the danger, as some groups experienced, of trying to focus on too many issues in a short time. Seminar leaders cautioned against other than a simple approach, noting that simplicity is important if the major purpose is to be realized, i.e., cementing some basic ideas for people's consideration. For this reason, as well as the time element, it might also be better not to have discussion of each situation after it has been role-played. It would be difficult to use the role-playing technique involving so much group interaction in a brief (six hour) workshop unless, as one seminar leader pointed out, the members of the group knew one another in advance or the ice-breaker had been so successful that group members were obviously comfortable with one another.

Some variations or uses of the role-playing technique were discussed. It was suggested that since the technique does involve group cooperation, it would be better utilized late in the workshop sessions. Its use as a summarizing device has already been mentioned, but in addition to group comfort, the longer period of time of being together also enables the members to become acquainted with one another's resources upon which they might draw. One of the seminar leaders commented on the use of role-playing in the training of future workshop facilitators and recommended as a reference Supervisory and Executive Development (1964) by Maier, Solem and Maier, which contains a collection of role-playing situations for each of which there is a section called "focusing the problem".

Additional Exercises

Two other exercises were described to the seminar participants and they worked through one of these called "Broken Squares"[13].

Broken Squares

More details of this activity may be found in the Pfeiffer and Jones Handbook. Its objective is to illustrate the importance of group, as opposed to individual, success. Each person in the group is given an envelope containing pieces of cardboard cut into different patterns to be used for forming squares. The objective is for each person to form a perfect square of the same size as that of every other person. As Pfeiffer and Jones' instructions indicate, "the task will not be completed" until this is accomplished.

The rules of the exercise:[14]

1-No member may speak

2-No member may ask another member for a piece or in any way signal that another person is to give him a piece, (members may voluntarily give pieces to other members).

The seminar groups were asked for their observations of the experience, particularly noting what frustrations there may have been in the group behavior. It was commented that some members may have withdrawn once they had formed their own squares because it was seen as an individual task, rather than seeing that "I can't succeed unless everyone in my group succeeds" (noting again the Pfeiffer and Jones definition of what constitutes a completed task). It might be argued that the withdrawal was a psychological one because there was a lack of commitment to the task.

It was felt that some illustrations could well be made from this experience. The fact that group members could not speak to another is not unlike the situation in many large organizations where circumstances make it impossible to communicate effectively, if at all. Further, the frustration of seeing something in someone else's incomplete square that could be corrected, but not being able to direct the modification, illustrates the frustration of being able to tell another how to succeed in an objective but being prohibited

by cultural or organizational restraints from doing so.

Some comments and cautions were raised about the use of this exercise. One of the seminar leaders noted that he tries to be aware of groups that are late in completing their squares or cannot finish at all. Rather than allowing the exercise to create great frustration or cause loss of face, he offers some subtle (possibly humorous) device or modification to help them complete the task. Another trainer commented on the value of a leader observing the groups in action during this and other exercises so that their experiences might be used as examples later.

FIRO-B exercise

Again, details of this exercise (which the seminar group did not do) may be found in an outside source, Interpersonal Underworld by Schutz.[15] FIRO stands for Fundamental Interpersonal Relations Orientation which signifies the idea that every person orients himself in characteristic ways toward other people, and that knowledge of these orientations allows for considerable understanding of individual behavior and the interaction of people. The premise of Schutz' theory is that people need people and that each person develops a "fundamental interpersonal relations orientation." He maintains that there are three basic dimensions: inclusion (entering into associations with others), control, and affection. The exercise is designed to measure an individual's expressed behavior towards others and the behavior he wants from others for each of these three areas. The consequent six scales of behavior are measured by nine questionnaire items each. Each of the items is to be scored by the individual, indicating the degree to which the items describe himself. Each of the six characteristics is independent of the others.

In discussing the use of this exercise, a seminar leader indicated that he never sees the resultant scores and uses it only for individuals' information about themselves. He urged participants not to make any value judgment about the characteristics. Its chief advantage he sees as an illustration that characteristics may not be determined so much by culture as by differences in interpersonal needs.

A final word regarding workshop techniques was given by one of the seminar leaders. He urged that the various procedures be mixed during a workshop to try to control the fatigue factor. Besides brief lectures, case studies and role-playing, some films dealing with inter-cultural subjects might be useful. In any case, he re-emphasized, it is most important for a workshop leader to develop techniques which seem to work well for him and with which he can be comfortable. Try different techniques with different groups and have more material than time requires so that approaches that appear inappropriate can be discarded.

FURTHER CONCERNS

As noted in the beginning of this report, the East Lansing seminar was both a fulfillment of the Wingspread recommendations and an extension of these. "Content and format of transition seminars" had already been developed and the East Lansing meeting gave not only the beginning of the "wide distribution of the results" called for but also was intended as a means to implement still wider use by "training trainers" who would in turn prepare others. Consequently, next steps that would be taken, sponsored by NAFSA Field Service funds, were training sessions in the various NAFSA regions. A great deal of hesitation surrounded the discussion of this step, as participants were not convinced of their ability to accomplish this goal.[16] They were reassured, however, by the reminder that they were not alone in their regions. There is not only a second person from that region in many cases who attended the seminar, but there also are other resource people, such as the seminar trainers, in the regions who have had considerable experience with conducting workshops. It was further suggested on several occasions during the workshop that inviting potential trainers to re-entry workshops for students-the participants acknowledged that they would feel comfortable conducting one of these- and using them as group facilitators, would be an excellent way to at least begin training them to lead workshops themselves.

Another suggestion for future action that echoed another of the Wingspread recommendations [17] was that there be some kind of clearinghouse for program ideas, both successful and unsuccessful, that were being tried by this ever-widening group of potential workshop leaders.

The authors of A Program Guide..., most of whom were present at the seminar, anticipated a modification of some aspects of their program models as a result of this seminar. Participants had used the Guide for planning so it had already been tried.

There were evaluation forms given to the particpants (a copy, plus an evaluation form that might be used for re-entry workshops, is included in the Appendix). Despite the hesitations regarding their skills, the East Lansing Seminar participants should be able to serve as means of extending re-entry/transition concepts and techniques and the next academic year will begin to show the fruits of their efforts.

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FOOTNOTES

1. Harriet Marsh, "Re-entry/Transition Seminars", National Association for Foreign Student Affairs, 1975, p.16.

2. Nobleza C. Asuncion-Lande, ed., "A Program Guide for a Re-entry/Transition Seminar-Workshop," National Association for Foreign Student Affairs, 1975.

3. Marsh, op.cit., p. 3.

4. Asuncion-Lande, op.cit., pp. 1-3.

5. Ibid., p.5.

6. Marsh, op.cit., p.6.

7. Asuncion-Lande, op.cit., p. 41.

8. Ibid., pp. 61-62.

9. Marsh, op.cit., p. 3; Asuncion-Lande, op.cit., p. 3.

10. Asuncion-Lande, op.cit., p. 42.

11. J. William Pfeiffer and John E. Jones, A Handbook of Structured Experiences For Human Relations Training, Vols. I, II, III, IV, University Associates, 1973.

12. Richard Brislin and H. Van Buren, "Can They Go Home Again," Exchange, IX (Spring, 1974), pp. 19-24.

13. Pfeiffer and Jones, op.cit., Vol I , pp. 28-29.

14. Ibid., p. 29.

15. William C. Schutz, The Interpersonal Underworld, Science and Behavior.

16. The East Lansing participants' experience of frustration illustrates the importance of clarifying objectives for a workshop as early as possible in order to minimize dissonance of objectives. In this case, the seminar resource leaders were particularly focused on the objective of designing and carrying out re-entry programs, while the participants were preoccupied with the responsibility for conducting regional workshops for other professionals. The differing foci and expectations resulted in considerable frustration for all. Books, 1966, pp. 58-65.

17. Marsh, op.cit., p. 16.

APPENDIX

A- Sample Workshops

B- Case Studies
-"Miss Blank"
- Some suggested probe questions for the Miss Blank case study
-"The Case of Mr. A. and Mr. P."

C- Evaluation Questionnaire (NAFSA)
Questionnaire Items

D- List of participants

SAMPLE

Re-entry/Transition Workshop

I.	Introduction - details of workshop, set expectations	(15 minutes)
II.	Icebreaker(s)- (group leader will participate)	(45 minutes)
III.	Coffee break	(10 minutes)
IV.	Session Group expression of expectations and goals Brief lecture on family (15 minutes) followed by small group discussion	 (30 minutes) (1 hour)
V.	Lunch - (N.B., check food preferences e.g. vegetarians, before workshop)	(1 hour)
VI.	Session Job and job performance - game (e.g. Pfeiffer and Jones managerial grid-vol. I) and discussion Small groups dealing with concerns on re-entry and job Evaluation - "What did you do during day".	 (45 minutes) (1 hour) (15 minutes)
VII.	Social hour	
VIII.	Brief closing lecture - summarizing, encouraging	

(Notes: (1) Exercises to be chosen by facilitator according to comfort and enthusiasm of group. (2) Facilitator (s) to be personally involved with group at all times, being sure to facilitate, not control.)

SAMPLE

Transition Seminar

Background

For returning students
Pilot program for 15 graduates and undergraduates
Six hours in length
To be held at university retreat center off-campus

Pre-Workshop (a packet sent out to participants)

Letter of explanation
List of things to think about prior to attending
Some items from suggested inventory
Maps, directions

Facilitators:

Two members of the faculty assisted by:
(a) Two foreign students who have gone home for a period and then returned to U.S. (to act as native informants)
(b) Two new foreign students who have just arrived from overseas (or students who have returned home for the summer).

SESSION I

Lunch (noon) - free buffet lunch (serves as icebreaker)

SESSION II

Introduced by visiting faculty member who gives short address (30 minutes)
Question and answer period (30 minutes)

SESSION III

Presentation of case study to whole group (10 minutes)
Small groups (3) meet to discuss with native informants (30-45 minutes)

(note: Seminar chairman leaves groups to themselves)

BREAK - out of doors with soft drinks served (15 minutes)

SESSION IV (General) (45 minutes)

Summary by either native informant or volunteer in group
or
Each group talks about most challenging thing they have discussed
Also talk about topic which group had most in common

SESSION V

Role playing - using items from previous session
Divide into 3 groups - (15 minutes for planning, 5-7 minutes acting out)
Presentation to whole group

SPORTS ACTIVITY - soccer, swimming, nature walk

SESSION VI

Wrap-up - during communal meal and/or coffee after dinner

SAMPLE

Re-entry/Transition Workshop

Timing

One or two terms before departure - to fit into context of continuing orientation.
Six hours in length

Pre-Workshop preparation

Identify potentially cohesive groups (by nationality, department, graduating class)
(students would not have to pay)
Advertise by word of mouth, circulars, newspapers, etc.
Identify resource persons (resident foreign faculty, visiting professors, academic advisers to foreign students, returned foreign students, international student office personnel, etc.,), returned U.S. students
Prepare food service and physical facilities (e.g.bus)
Questionnaire/letter desirable, but no theoretical material
Training period for resource persons (written guidelines)

The Workshop

Icebreakers (involve leaders) - nametags

SESSION I

"Family and friends" - 15 minute presentation by returned graduate student
Discussion in small group with resource person (60 minutes)
Preparation for afternoon session (30 minutes)
U-curve exercise
or
write answers to 2 questions on job plans -
short and long-term job objectives

LUNCH BREAK (1 1/2 hours)

SESSION II

"Jobs" - Personal experience presentation (15 minutes)
Discussion - new groups (60 minutes)
(use job objectives from morning session for group leaders)
(Inject topic of "change" into discussion)

Case study Analysis - possibly "Miss Blank" (new groups)
Coffee break

Role Playing ("Miss Blank") - assign each group a character from case study

SUMMARY AND EVALUATION (president or other college official for send off)

SAMPLE

Re-entry Workshop

One day only

Pre-workshop Preparation:

- Application form requesting concerns or challenges about re-entry that are on the students minds, short article about re-entry distributed (only for those committed to attend)

- Morning and afternoon small groups of approximately six students would be pre-assigned to their groups to ensure good cultural mix.

- Pre-workshop facilitator training, lists of suggested topics for each session to be used as necessary by the facilitators.

SESSION I

9:00 - 10:00 a.m. - Dyad introductions

- Concentric circles - form two circles, one inside the other; outside circle faces in, and inside faces out. Each person must have a partner in the other circle.

  One circle at a time is assigned to talk about an assigned, non-threatening topic for two minutes. The listner must not respond in any way (verbally or non-verbally) whatsoever. Between topics one circle is rotated in order to match new partners

  Possible topics:
  1. Why you wanted to study outside your own country
  2. Imagine arriving home and getting off the plane or bus; imagine that friends or family are waiting to greet you; describe who is there and what happens then and during the next few days.
  3. Discuss the first day on the job, the people you see and what you do. If you have no job waiting for you, describe how you will go about finding one.

- Process-good for moving people into the topic at their own level. Good for pointing out importance of verbal and non-verbal feed back.

10:00 - 10:15 a.m. Break

Sample Re-entry Workshop

SESSION II	Personal/Family Adjustment
10:30 - 11:45 .m.	- Mini-lecture (15 minutes)
	by someone who has gone home and returned, perhaps a foreign scholar, re-admitted student, etc; should mention both short and long term relationships with their family
	- Small group discussion (60 minutes)
	topic of discussion limited to personal/family readjustment, after discussion has progressed for several minutes, the coordinator may ask the group to agree on a list of ten challenges they might face (those will be posted later)
12:00 noon	LUNCH (random seating)
	after lunch a short meeting of coordinator and facilitators to check progress
SESSION III	Job-related Concerns
2:00 - 3:15 p.m.	- Mini-lecture (15 minutes)
	- Small group discussion (60 minutes)
3:15 - 3:30 p.m.	Break
SESSION IV	Role Playing
3:30 - 5:00 p.m.	- Pre-designed situation generated by coordinator and facilitators (perhaps use Mr. A and Mr. P situation)
	- Distribute Evaluation Sheet
	- Socialize

MISS BLANK

Miss Blank works for the Ministry of Agriculture in her country. Her responsibility is to organize and promote clubs for rural area girls, as a means of village development.

Her co-worker, Mr. X, has successfully organized clubs for boys throughout the country. Mr. X and Miss Blank work under the supervision of the Director of Agricultural Extension who happens to be Miss Blank's brother. Miss Blank recently spent six months in the U.S. studying the organization of girls' clubs there.

Upon her return to her home country, Miss Blank began plans to organize her girls' clubs. Against the advice of Mr. X, she insisted upon organizing her clubs exactly after the pattern which she learned in the U.S. This pattern meant that Miss Blank went directly to the girls, organizing her clubs through the schools, instead of seeking the participation of parents as Mr. X had done. As a result, Mr. X refused to have anything to do with Miss Blank's program.

Miss Blank had her meetings opened with singing by the girls as girls' clubs did in the U.S. Also, she advised the girls at the first meetings that they should get their families to use more modern methods of homemaking and that they should be leaders in introducing modern methods of home and family management.

Responses to the first meetings of the girls' clubs varied. The girls were enthusiastic. The fathers, however, objected to the clubs because their daughters were becoming too hard to manage. The religious leaders of the village stated that they considered singing at the club meetings to be irreligious. The clubs' membership also included girls from families representing several social and political divisions in the community resulting in some suspicious and rumors about the clubs' nature.

The opposition soon became sufficient to force the girls' clubs to stop their meetings.

Questions:

1. What went wrong? Why did Miss Blank fail?

2. What might Miss Blank have done differently to improve her chances of success.

SOME EXPLANATIONS AND IDEAS REGARDING THE CASE

Miss Blank:

1. Attempted to impose one culture on another without modification

2. Attempted too rapid a change

3. Lacked a good way to introduce a plan
4. Did not seem to understand cultural differences
5. Was unrealistic and overconfident
6. Was not qualified for the task
7. Lacked efficient planning
8. Should have gone to the parents first and involved them
9. Neglected social factors

Other Factors and Additional Suggestions:

1. Mr. S undermined her efforts
2. There was a lack of administrative machinery for bringing about the change
3. It should have been emphasized that the change was a non-political effort
4. One approach would be to begin with one "model" girls' club as an experimental demonstration
5. Best change strategy is to help people to help themselves
6. Should have made more use of written communications
7. Methods of co-worker should have been reviewed and adapted as appropriate
8. Girls' clubs should have been identified as a national goal
9. There was a need to study problem-solving methods efficiently

THE CASE OF MR. A AND MR. P.

Mr. A. and Mr. P. are employees in the Ministry of the Interior. Three years before, they met for the first time when a special section of the Department of Agricultural Extension was created. They were the first and only two Information Officers, and their duties involved some considerable traveling. They took turns at traveling so that while one was away, the other would remain and look after the business of the section. In every respect, they held equal rank and had the same salaries. They had similar backgrounds and had had similar training. Both were considered equally able and were highly trusted employees of the Ministry.

Their work had brought these two men very close together. They both worked hard and cooperated extremely well, supporting each other in their decisions. Furthermore, they lived in the same neighborhood and took turns driving each other to work. Their wives had become close friends and their children went to the same schools and played together a great deal. They had developed a common set of friends and interacted extensively in their social lives. They had become very good friends.

During one of his trips out of town, Mr. A. met, and impressed, a high government official. Soon after, he was offered a trip to the U.S.A. to study new methods. He accepted, and left his friend, Mr. P., to look after the section. It was also understood that Mrs. P. would look after Mrs. A. while he was away. All this Mr. and Mrs. P. performed very conscientiously, giving of their time and energy without reservation.

Six months later, Mr. A. returned home. In the meantime, it had been decided that the information section would be extended. Mr. A. was made supervisor of the section, and two new information officers who had also had overseas experience and training, were brought in. However, within a short while Mr. A. noticed a great change in the attitude of Mr. P. This one refused to cooperate in meetings, did not hand in reports on time, and did not complete inspection tours. He appeared to have lost interest in his work. Mr. A. was very disturbed. He needed Mr. P. because Mr. P. had more experience in the job than anyone else in the section. But above all, Mr. A. valued the friendship of Mr. P. a great deal.

One night Mr. A. was told by his wife that Mr. P. had been rude to her early that afternoon when he had come around to pick up his children who were playing with Mr. A's children. Since Mr. A. had an important meeting that night, he didn't have the time to get the full details, but he decided he had to sort out this situation, once and for all. The next morning, as soon as he came into the office, he passed the word along that when Mr. P. arrived he would like to see him in his office.

The time is now....This is the office....Mr. A. is at his desk.... There is a knock at the door and Mr. P. comes in.....

MR. A. AND MR. P. ..... PART 2

Mr. P. worked very hard indeed while Mr. A. was away. Furthermore, he made sure that his wife took a devoted interest in Mr. A.'s family. As a result, the two wives and the children had become best friends. The relationship of the wives had not been affected by Mr. A.'s good fortune. Mrs. A. had no intention of moving to another "better" suburb. For that matter, Mr. A. did not see his change of status and income as being significant enough to warrant any alteration in his social life.

On the other hand, Mr. P. saw his future in the Ministry as threatened. He realized that Mr. A. had a technological advantage over him and that their relationship at work was no longer the same. He saw Mr. A. as being favoured by the head of the Department of Agricultural Extension, and the result was a dissatisfaction with his position in the Ministry. He had voiced his concern to his wife only to be ridiculed by her. She could see no reason why he should be unhappy. Instead, she thought he should be delighted with the advancement of Mr. A., his best friend. Furthermore, she could not understand why he should feel upset at her being Mrs. A.'s best friend.

Mr. P. became aware of another job opening outside the Ministry in another city. It was at the same salary and appeared to have no advantage over his present position. Consequently, his wife refused to move, even after he was offered the job. She had a comfortable home, a comfortable social life, and the children had settled down in the neighborhood, had many friends, and were generally very happy. Another event was the arrival in the Information Section of the two younger men. Although Mr. A. had made a point of informing them that Mr. P. was their senior in the section, he spent a good portion of his time quarreling with them over minor details, disagreeing with Mr. P. on many points, and generally being thoroughly unpleasant. All this threatened seriously the work of the section.

Finally, the previous afternoon, Mr. P. had come home early to play with his children. He found they were at Mr. A.'s house playing with Mr. A.'s children. When he went to fetch them home, they made a big fuss about this. He was furious with them, and when Mrs. A. interceded, he reminded her that just because her husband was his "boss", this did not give her the right to "boss" <u>him</u> around. He had a thoroughly unpleasant evening with his family over this incident, and the next morning left for the office in a very unhappy frame of mind.

EVALUATION QUESTIONNAIRE

1. To what extent were the objectives clear?

   ____very clear ____clear ____moderately ____unclear ____totally obscure

2. To what degree were the objectives accomplished?

   ____high ____moderately high ____moderate ____slightly accomplished

   ____not accomplished

3. Do you feel your expectations were fulfilled?

   ____high ____moderately high ____moderate ____slightly ____none at all

   Comment:

4. What were to you the most significant aspects of the seminar-workshop? Please rank order your responses.

5. What were the least significant aspects of the seminar-workshop? Please rank order your responses.

6. What parts of the seminar workshop would you eliminate? Please be very specific about the activities or sessions.

7. What would you include which were not included in the program?

8. What would you cange or modify?

9. Overall, what are your feelings about the workshop? Please check on these scales.

useful	___	___	___	___	___	___	___ useless
good	___	___	___	___	___	___	___ bad
helpful	___	___	___	___	___	___	___ not helpful
interesting	___	___	___	___	___	___	___ uninteresting
stimultaing	___	___	___	___	___	___	___ unstimulating

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